Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	Received Texas Education Agency 2015 AUG 20 PM 4: 41 Document Control Center Grants Administration
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Big Spring Independent School District	114901	114901-113	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
114901	18	19	056393051

Mailing address	City	State	ZIP Code
708 East 11th Place	Big Spring	TX	79720-

Primary Contact

First name	M.I.	Last name	Title
Heidi Wagner	L	Wagner	Director of School Improvement

Telephone #	Email address	FAX #
432-264-3600	hwagner@bsisd.esc18.net	432-264-3646

Secondary Contact
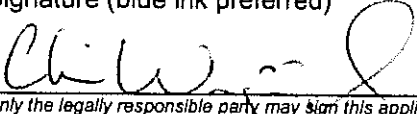
First name	M.I.	Last name	Title
Kari		Eggleston	Principal

Telephone #	Email address	
432-264-1901	keggleston@bsisd.esc18.net	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Johnny	C	Wigington	Superintendent
Telephone #	Email address		FAX #
432-264-3600	cwigington@bsisd.esc18.net		432-264-3646

Signature (blue ink preferred)　　　　　Date signed

701-15-107-086

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	    (A) Replace the principal who led the school prior to commencement of the transformation model;
	    (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	        i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	        ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

       iii. Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and creating community-oriented schools.

(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

       i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

       ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

       iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

(B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8.

The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following:

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.
   Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
   (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
   Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

(A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

(B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

(A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

(B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

(C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

(D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

	The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.
9.	The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an elementary school, the campus will implement in accordance with the following federal requirements:

    1.   Offer full-day kindergarten.

    2.   Establish or expand a high-quality preschool program.
       A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

         (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
         (B) High-quality professional development for all staff;
         (C) A child-to-instructional staff ratio of no more than 10 to 1;
         (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
         (E) A full-day program;
         (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
         (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
         (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
         (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
         (J) Program evaluation to ensure continuous improvement;
         (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
         (L) Evidence-based health and safety standards.

    3.   The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

    4.   Provide educators, including preschool teachers, time for joint planning across grade levels.

    5.   Replace the principal who led the school prior to the commencement of the early learning model.

    6.   Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
         (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
         (B) Are designed and developed with teacher and principal involvement;

    7.   Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who,

after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

9. Use data to identify and implement an instructional program that is:
    (A) Research-based;
    (B) Developmentally appropriate;
    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
    (A) Screen all existing staff and rehire no more than 50 percent; and
    (B) Select new staff

3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;

7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
   (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
   (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
   (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	   (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	   (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	
	4. The whole-school model must implement the model for all students in the school.
	
	5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	   (A) School leadership
	   (B) Teaching and learning in at least one full academic content area

	(C) Non-academic supports for students
	(D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:
	
	1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
	
	2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:
	    (A) significant improvement in academic achievement
	    (B) success in closing achievement gaps either within a school or relative to other public schools
	    (C) High school graduation rates
	    (D) No significant compliance issues in the areas of civil rights, financial management and student safety.
	
	3. Enroll, within the grades it serves, any former student who wishes to attend the school.
	
	If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html

15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

	(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

Schedule #4—Request for Amendment	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 114901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement**, **system transformation**, and **sustained reform**.

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Big Spring is located in West Texas and on Interstate 20 halfway between Abilene and Midland. The community has approximately 27,000 residents, and like many West and South Texas towns today, it too is struggling with the rapid growth brought on by gas well fracking and resurgence in oil exploration. This boom has brought thousands of new residents from points all across North America to work in the industry and community businesses, as well.

The LEA has undergone promising changes in the last two and half years. In August 2013 an interim superintendent was hired with him being named the lone finalist in February 2014. The focus of the new superintendent included increased and transparent communication/collaboration with the community at large and improving academic success district- wide.

The LEA is committed to being, as the superintendent says, "a district where teachers want to come to teach and students want to come to learn." The core principles guiding school system decisions are: recruiting and retaining highly qualified staff, maintain integrity and professionalism at all times, providing a caring and safe environment, ensuring instructional time is valued, providing ongoing, meaningful professional development and designing/delivering relevant and engaging instruction.

Multiple systemic changes have been made in the last two years to create a much needed sense of urgency in this district which had had been "academically unsuccessful" or "improvement required" since 2010.

The changes can be attributed to the following reform efforts:

- An improved organizational structure through the use of the Texas Accountability Intervention Framework (TAIS) as a means of unifying the district and campuses through a common framework
- Strategic planning process focused on improvement and accountability with input from all stakeholders
- Improved curriculum, instruction and assessment efforts focused on a common, vertically aligned curriculum, formative assessments used to drive differentiated instruction, a revamped curriculum team which includes two support specialists, an ELAR coordinator, a math coordinator
- District-wide systemic professional development plan aimed increasing the knowledge and skills of teachers and administrators that prioritizes job-embedded professional development
- Tactical hiring of a Director of School Improvement and a Community Relations Coordinator
- Increased awareness in the disaggregation of data, data analysis and process monitoring
- Improved communication structures that include a newly revamped webpage, monthly administrative meetings with directors, principals and assistant principals and well-planned parent engagement activities.

The LEA met standard for the first time since 2010. This only confirms that systemic changes are occurring and that the LEA is focused on systemic reform in an effort to improve student achievement.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Big Spring Independent School District is submitting this Texas Title I Priority School application in order to provide support for the staff and students of Washington Elementary to implement the **Transformation Model** strategies for the school improvement. During the course of studying multiple data points collected by the campus and district during ongoing comprehensive needs assessments, the staff identified priority areas of need that must be addressed if the campus is to be successful in maximizing the academic performance of every Washington Elementary Student.

- *Developing and increasing teacher and school leader effectiveness.*
  - Continuing to support and develop excellent teachers at every grade level by building a culture in which teachers will have ongoing collaborative and modeling opportunities that will lead to improved instructional capacity.
  - Building new teacher career pathways in an effort to retain more staff and ensure succession and commitment.
  - Incorporating the new teacher and principal evaluation systems, the T-TESS and T-PESS in the 2016-2017 which encourages timelier, frequent, formative feedback and most importantly- student growth.
  - Identifying and rewarding school leaders and teachers for not only increasing student achievement but for other factors including but not limited to attendance, participation in campus/community events, and implementation of district/school initiatives.
  - Providing coaching and/or mentoring for principal, assistant principals, and teacher leaders
  - Providing job-embedded professional development through videos, professional learning committees, and co-teaching.
  - Increasing learning time by restructuring the current schedule to allow for extended planning and job-embedded professional development for teams of teachers that will be led by teacher leaders.
- *Comprehensive instructional reform*
  - Targeting the high yield strategies that include, 1) framing the lesson, 2) working in the power zone, 3) small group, purposeful talk, 4) recognizing and reinforcing the learning, and 5) writing critically.
  - Reviewing multiple data sources to ensure the process, supporting, and readiness Texas Essential Knowledge and Skills are being taught and assessed. Three-week formative assessments will be used to inform and differentiate instruction tailored to meet the needs of each student.
  - Participating in the STAAR4WARD webinar series with other administrators in the LEA in an effort to fully understand and incorporate strategies that ensure academic success of all students and prepare them to be college and career ready.
  - Providing a differentiated approach for teaching English Language Arts and Math to ensure all students are taught at the level and in the manner that they learn best. This will be accomplished using a balanced literacy approach for teaching reading and writing and using intentionally crafted stations to increase math awareness for all students.
  - Increasing awareness & application of strategies for improving the academic achievement of LEP students
- *Increase in learning time*
  - Constructing a new school model that will extend the reach of excellent teachers by hiring teacher leaders who are responsible for a team of teachers and accountable for the results of all students reached on the team. Additionally, the campus will operate on an alternate schedule that allows an additional three hours of planning each week for teams.
  - Designing after school enrichment programs focused on Science, Technology, Mathematics and Engineering (STEM).
- *Operational flexibility and sustained support.*
  - Allowing the campus to operate on an alternate schedule, hire teacher leaders and operate an after school program.

Big Spring ISD and Washington Elementary have a strong sense of urgency to improve the academic performance of every student and are anxious to accelerate the work that is already underway with receipt of this grant.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 114901

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.

Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$101580	0	$8200	$101580	0	$101580	$0	$101580	$0	$55860	$0	$511880
#8-Professional and Contracted Services	6200	$101690	$0	$101790	$101790	$0	$102390	$0	$101396	$0	$54850	$0	$564850
#9-Supplies and Materials	6300	$34765	$0	$11000	$4500	$0	$4500	$0	$4500	$0	$1500	$0	$60765
#10-Other Operating Costs	6400	$27616	$0	$7300	$28116	$0	$28116	$0	$26116	$0	$2016	$0	$139380
#11-Capital Outlay	6600/ 15XX	$5000	$0	$5000	$5000	$0	$5000	$0	$5000	$0	$5000	$0	$30000
Consolidate Administrative Funds	☐ Yes ☐ No												
Percentage% indirect costs (see note):	N/A	N/A	$0	N/A	N/A	$0	N/A	$0	N/A	$0	N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):		$832080	$0	$133,290	$240986	$0	$238,586	$0	$238,586	$0	$119226	$0	$1,283,875

Administrative Cost Calculation

Enter the total grant amount requested:	$
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

NOTE: Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years. Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 1

Amendment # (for amendments only):

		Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional											
1		Teacher	0	2	$10000	$0	$10000	$10000	$10000	$10000	$50000
2		Educational aide	0			$0	$0	$0	$0	$0	$0
3		Tutor	0	0	$0	$0	$0	$0	$0	$0	$0
Program Management and Administration											
4		District Grant Manager	0	0	$45000	$45000	$45000	$45000	$45000	$0	$225000
5		Campus Grant Manager	0	0	$1200	$1200	$1200	$1200	$1200	$0	$6000
6		Title	0	0	$0	$0	$0	$0	$0	$0	$0
Auxiliary											
7		Title	0	0	$0	$0	$0	$0	$0	$0	$0
8		Title	0	0	$0	$0	$0	$0	$0	$0	$0
9		Title	0	0	$0	$0	$0	$0	$0	$0	$0
Other Employee Positions											
10		Title	0	0	$0	$0	$0	$0	$0	$0	$0
11		Title	0	0	$0	$0	$0	$0	$0	$0	$0
12		Title	0	0	$0	$0	$0	$0	$0	$0	$0
13		Subtotal employee costs:			$56200	$46200	$56200	$56200	$56200	$10000	$28100
Substitute, Extra-Duty Pay, Benefits Costs											
14	6112	Substitute pay			$5760	$3500	$5760	$5760	$5760	$6240	$32780
15	6119	Professional staff extra-duty pay			$39620	$0	$39620	$39620	$39620	$39620	$198100
16	6121	Support staff extra-duty pay			$0	$0	$0	$0	$0	$0	$0
17	6140	Employee benefits			$0	$0	$0	$0	$0	$0	$0
18	61XX	Tuition remission (IHEs only)			$0	$0	$0	$0	$0	$0	$0
19		Subtotal substitute, extra-duty, benefits costs			$45380	$3500	$45380	$45380	$45380	$45860	$230880
20		Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$101580	$8200	$101580	$101580	$101580	$101580	$511,880

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration <u>Administering a Grant</u> page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land / Specify purpose:	$0	$0	$0	$0	$0	$0	$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) / Specify purpose: posters for PBIS	$1000	$0	$1000	$1000	$0	$0	$3000
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$1000	$0	$1000	$1000	$0	$0	$3000

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Support for ELAR, Math and Sheltered Instructional Strategies from ESC Region 18	[ ]	$5000	$2000	$5000	$5000	$5000	$5000	$25000
2	Continued support for the successful implementation of PBIS strategies with the Behavior Doctor	[ ]	$3000	$0	$3000	$1500	$0	$0	$4500
3	Continued support for leaders percolating in Project REACH	[ ]	$15000	$15000	$15000	$15000	$5000	$5000	$65000
4	Coaching support for administrators from Lead4Ward	[ ]	$5000	$5000	$5000	$5000	$5000	$5000	$25000
5	Coaching support for Multi-Classroom Leaders	[ ]	$1000	$1000	$1000	$1000	$1000	$1000	$6000
6	Continued support for implementation of the Randi Whitney Writing	[ ]	$22500	$22500	$22500	$10000	$0	$0	$75500
7	Support for afterschool enrichment/intervention activities	[ ]	$30000	$2500	$30000	$30000	$30000	$30000	$137500
8	Tabor Math Rotations	[ ]	$15000	$15000	$15000	$15000	$15000	$15000	$75000
9	Professional Learning Communities	[ ]	$6690	$6690	$3000	$3000	$3000	$3000	$22380
10		[ ]	$0	$0	$0	$0	$0	$0	$0
b.	Subtotal of professional services, contracted services, or subgrants:		$81690	$81690	$81390	$81390	$81390	$81390	$423850
a.	Subtotal of professional and contracted services requiring specific approval:		$0	$1000	$1000	$1000	$0	$0	3000
b.	Subtotal of professional services, contracted services, or subgrants:		$81690	$81690	$81390	$81390	$81390	$81390	$423850
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$20000	$20000	$20000	$20000	$20000	$20000	$120,000
	(Sum of lines a, b, and c) Grand total		$101690	$101790	$101790	$102390	$101390	$101390	$546850

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9 — Supplies and Materials (6300)

County-District Number or Vendor ID: 114901   Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
	1											
6399	2	Color Printer	Parent Communication	1	$800	$28000	$4000	$0	$0	$0	$0	$32000
	3	Tablet computer	Multi-Classroom Leader	2	$1000							
	4	Tablet computer	Reach Associate	2	$1000							
	5	Tablet computers for students	Blended learning opportunities	20	$1000							
6399		Technology software—Not capitalized				$1265	$1500	$0	$0	$0	$0	$2765
6399		Supplies and materials associated with advisory council or committee				$500	$500	$500	$500	$500	$0	$2500
		Subtotal supplies and materials requiring specific approval:				$0	$0	$0	$0	$0	$0	$0
		Remaining 6300—Supplies and materials that do not require specific approval:				$5000	$5000	$4000	$4000	$4000	$1500	$23500
					Grand total:	$34765	$11000	$4500	$4500	$4500	$1500	$60765

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 114901   Amendment number (for amendments only):

Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412 — Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: UIL competitions	$2500	$0	$2500	$2500	$2500	$2500	$12500
6413 — Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose: Parent volunteer to oversee Watchdog program	$2000	$0	$2000	$2000	$2000	$2000	$10000
6419 — Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: Attend Parent Involvement conference	$5616	$0	$5616	$5616	$5616	$5616	$28080
6411/6419 — Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees. Specify purpose: attend convening's for Opportunity Culture	$1500	$0	$1500	$1500	$1500	$0	$6000
6429 — Actual losses that could have been covered by permissible insurance	$0	$0	$0	$0	$0	$0	$0
6490 — Indemnification compensation for loss or damage	$0	$0	$0	$0	$0	$0	$0
6490 — Advisory council/committee travel or other expenses	$1000	$1800	$0	$0	$0	$0	$2800
6499 — Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$0	$0	$0	$0	$0	$0	$0
6499 — Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose: parent/community notices, PBIS triplicates	$1500	$500	$1500	$1500	$0	$0	$5000
Subtotal other operating costs requiring specific approval:	$	0	$0	$0	$0	$0	$0
Remaining 6400—Other operating costs that do not require specific approval:	$15000	$5000	$15000	$15000	$15000	$10000	$75000
Grand total:	$27616	$7300	$28116	$28116	$26116	$2016	$139380

n-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost an Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 114901

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)
1		N/A	N/A	$5000	$5000	$5000	$5000	$5000	$5000	$30000
66XX/15XX—Technology hardware, capitalized
2			$	$	$	$	$	$	$	$
3			$	$	$	$	$	$	$	$
4			$	$	$	$	$	$	$	$
5			$	$	$	$	$	$	$	$
6			$	$	$	$	$	$	$	$
7			$	$	$	$	$	$	$	$
8			$	$	$	$	$	$	$	$
66XX/15XX—Technology software, capitalized
9			$	$	$	$	$	$	$	$
10			$	$	$	$	$	$	$	$
11			$	$	$	$	$	$	$	$
12			$	$	$	$	$	$	$	$
13			$	$	$	$	$	$	$	$
66XX/15XX—Equipment, furniture, or vehicles
14			$	$	$	$	$	$	$	$
15			$	$	$	$	$	$	$	$
16			$	$	$	$	$	$	$	$
17			$	$	$	$	$	$	$	$
18			$	$	$	$	$	$	$	$
19			$	$	$	$	$	$	$	$
20			$	$	$	$	$	$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life
21				$0	$0	$0	$0	$0	$0	$25000
	Grand total:			$0	$0	$0	$0	$0	$0	$25000

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #12—Demographics and Participants to Be Served with Grant Funds

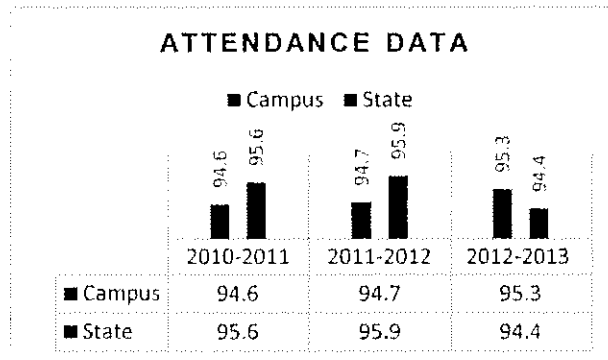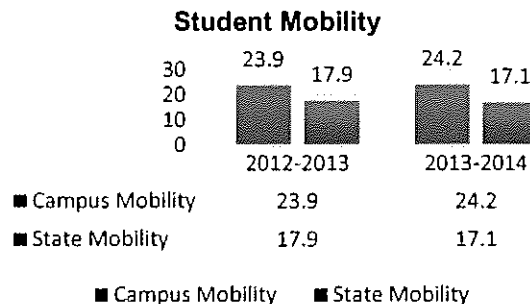| County-district number or vendor ID: 114901	Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	562		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	14	2.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	356	63.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	176	31.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	391	69.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	17	3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	13	2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	233		2014-2015 PEIMS report
Disciplinary placements in In-School Suspension	164		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	49		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	2		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	31		2014-2015 PEIMS report #425; code #C164
Attendance rate		95.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	DNA	DNA	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	DNA	DNA	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

| Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Washington Elementary served 562 students in 2012-2013, 558 in grades K-5 in 2013-2014 and 562 in grades K-5 in 2014-2015. In the 2015-2016 school year, this number will drop due to the fifth grade students moving to the Intermediate campus due to overcrowding issues. Student attendance rates at Washington in past years fell below the state average percentage. Kids miss school, they miss out.

ATTENDANCE DATA

■ Campus ■ State

	2010-2011	2011-2012	2012-2013
■ Campus	94.6	94.7	95.3
■ State	95.6	95.9	94.4

The mobility rate in the LEA and at the campus has been higher than the state rate for several years. Big Spring's largest employers besides the school district with 608 employees are the Big Spring State Psychiatric Hospital (600 employees), Big Spring Correctional Center (550 employees), VA Hospital (426 employees). Other Government enterprises located in the city are Lamun-Lusk-Sanchez Texas Sate Veterans Home (160 employees) and the Federal Bureau of Prisons' Federal Correctional Institution (219 employees). In aggregate this community is supported by prisons, medical services, and oil/gas all of which create unique challenges for Big Spring ISD. With multiple prison systems in the community, families move to town and stay until their loved ones are no longer incarcerated in the local prison system. Additionally, with the oil boom fluctuating in the last few years, families have moved to Big Spring for employment and left just as quickly. The LEA has had a lowered accreditation status in recent years and multiple improvement (IR) required campuses, including Washington in its fourth year of IR status. Hence, many local families send their kids to nearby districts for elementary school, often returning in high school due to increased sport and extracurricular opportunities.

Student Mobility

	2012-2013	2013-2014
■ Campus Mobility	23.9	24.2
■ State Mobility	17.9	17.1

■ Campus Mobility ■ State Mobility

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 114901		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data
Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	51.6		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	29.5	57.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	4.2	8.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2.0	3.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	15.9	30.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	1.0	3.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	4.4	14.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	24.1	81.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	5.9	20%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	7.4	25.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	7.0	23.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	5.6	19.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	3.6	12.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	38,119		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	40,160		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	41,931		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	47,800		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	55,128		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	16	31%	TxEIS
Staff with Bachelor's degree as highest level attained	36	68%	TxEIS
Staff with Master's degree as highest level attained	1	1%	TxEIS
Staff with Doctoral degree as highest level attained	0	0%	TxEIS

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

| Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.) ||
| County-district number or vendor ID: 114901 | Amendment # (for amendments only): |

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- **Overall staffing challenges impacting teacher recruitment and retention:**
  - Big Spring is considered an "independent town" on TEA's website listing categories of districts by type. A community of this size is not attractive to young teachers fresh out of college due to lack after hour activities.
  - Cost of housing has been above average with rental properties leasing for over $1000 for a small house and over $700 for apartments. Young and/or inexperienced teachers struggle to pay this amount per month. The recent area oil boom can be attributed to higher than normal housing prices.
  - Many teachers have begun their careers in the LEA, but have moved to larger communities with higher paying salaries.

- **LEA Teacher Turnover Rate-** The campus and LEA's teacher turnover rates have consistently been higher than the state's average.
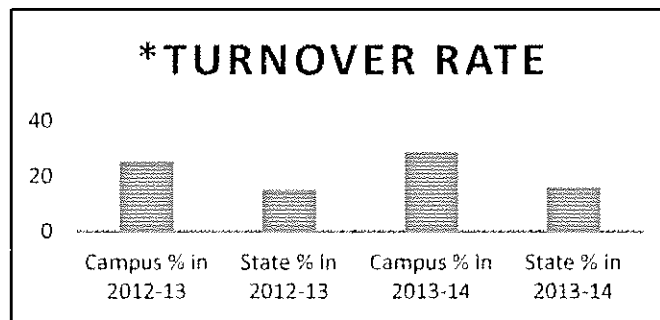
- **Inexperienced Staff-** The district continues to have inexperienced staff as evidenced in the following charts.
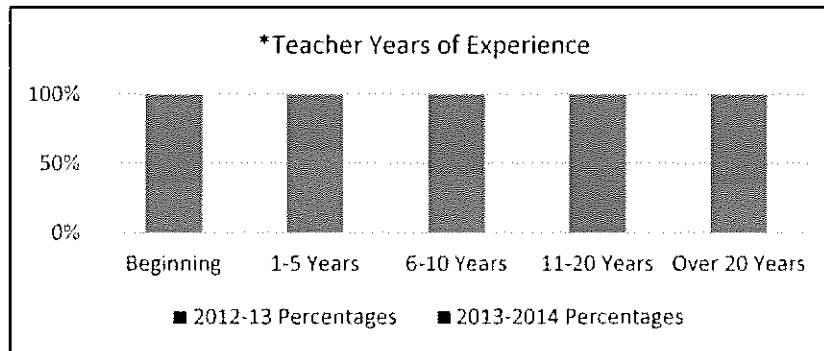
*data source- TAPR Reports

- **Campus Administrator Details**
  - **Principal-** The previous principal who resigned in June, was a first year principal and held the job for 2 years. The current principal is a former Assistant Principal at the campus and was the Assistant Principal at the local Intermediate campus in the 2014-2015 school year. She has over 24 years in education and this will be her first year as a campus principal.
  - **Assistant Principals-** Beginning in the 2014-2015 school year, the campus had 2 assistant principals and will continue to have two in the 2015-2016 school year. Each has specific duties that have been laid out by the current principal to ensure meaningful time on task.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														
County-district number or vendor ID: 114901							Amendment # (for amendments only):							

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	58	100	107	94	89	0	0	0	0	0	0	0	0	448

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	4	5	4	5	4	0	0	0	0	0	0	0	0	22

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment	
County-district number or vendor ID: 144901	Amendment # (for amendments only):

Continuous improvement is a systematic approach In school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LEA has embraced the State framework, which includes the Texas Accountability Intervention System (TAIS) continuous improvement process. This framework serves as a model for both district and campus reform, while providing a common focus and language for all stakeholders. Both the LEA and the campus have embraced the comprehensive needs assessment process as outlined in TAIS.

In a campus meeting, district and campus vision were revisited and problem statements were generated by the all teachers. Next, the Campus Leadership Team (CLT) members comprised of: the principal, the assistant principals, K-4 teachers, and various district personnel continued the needs assessment process by analyzing multiple data point including:

- State accountability ratings focus in on the 4 indices and the system safeguards
- House Bill 5 information regarding non-academic areas
- Attendance for both students and teachers
- Teacher turnover trend data
- Formative assessment results entitled Three-Week Checkpoints in the LEA
- Discipline referrals
- Attendance at professional development opportunities
- Informal walkthrough data focused on the Fundamental Five
- Formal walkthrough data (PDAS)
- Use of DMAC Heat Maps and RtI Goal data
- Use of TEKs Resource System and district-wide programs
- Stakeholder surveys in Survey Monkey including parents, teachers (both new and returning) and administrators

Under the direction of the DCSI, the CLT (made up of 1 teacher per grade, level, the assistant principal, the principal, and the PS) prioritized root causes for problems plaguing the campus. This was done using the "5 Whys Protocol". These results became the annual "SMART" goals for the campus Targeted Improvement Plan (TIP). This TIP was and is monitored quarterly by the CLT, the PSP and the DCSI to ensure quarterly goals are met. Updates were provided to the other teacher in PLC meetings.

Identified areas of need include:
- The campus needs to **recruit, grow, and retain quality staff.**
- The campus needs to consistently use **differentiated, high yield strategies especially in reading and math** to ensure all students achieve academic success.
- The campus needs to **implement the state standards with fidelity** in order to plan quality lessons that are use the process standards and are **motivating and engaging**
- The campus needs to **improve campus climate and culture**

At the time of writing this grant, the new principal had not updated the CLT. This will be done once teachers are back on campus. Once this is done, the team will monitor and adjust the Targeted Improvement Plan using new data points including, but not limited to the 2015 STAAR data. A plan involving the PSP, DCSI and the administrators will be developed to ensure strategies are being implemented with fidelity.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Under new leadership and with a focused commitment at both the campus and LEA, this campus is poised to raise the achievement level of all students and improve teacher quality while meeting the grant measures for the **Transformation Model**. The LEA has a sense of urgency and is committed to full support and operational flexibility for the campus.

The campus needs to **recruit, grow, and retain quality staff**. This can be achieved by:
- Providing teachers with time to collaborate, visit other classrooms and model teacher
- Coaching for both teachers and administrators in the areas identified in self-reflection
- Providing job-embedded professional development (PD) through Edivate based on an LEA and campus professional development calendar generated by reviewing campus and LEA needs
- Designing alternative schedule with 3 additional hours of PD each week will create teacher collaboration

The campus needs to **implement the TEKS with fidelity,** plan quality lessons that use the process standards and are **motivating and engaging to increase student achievement.** This can be achieved by:
- Providing training in differentiation strategies, including sheltered instructional strategies, balanced literacy, and math stations strategies
- Having formative assessments every 3 weeks to hone in on deepest holes
- Using of brain strategies to motivate, engage and instruct students
- Providing afterschool enrichment/intervention activities for students to ensure continued academic success

The campus needs to **improve campus climate and culture.** This can be achieved by:
- Adopting Positive Behavior Systems as a campus norm will create an environment where kids want to learn and parents want to visit the campus.

The campus needs to **institutionalize a process to collect, analyze, and use quality data to create highly effective plans** for reaching school improvement targets, This can be achieved by:
- Using heat maps and other tools to monitor progress toward reaching the targets, and enhance effectiveness of the plan's activities.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In an effort to ensure all stakeholder input, the LEA and campus use campus or district leadership teams to make informed decisions. These teams consist of parents, community members, teachers, and administrators from both the campus and district level.

This spring, the LEA met with campus leaders to revise the current District Improvement Plan. Each campus was then instructed to update their campus plan using the 2015 data and state accountability ratings. These updated plans are posted on the district's newly updated website. Both the district and campus teams will meet more times during the school year to review the goals and objectives and make adjustments as deemed necessary.

The LEA will be using a new tool in the 2015-16 school year entitled *Plan4Learning* in an effort to improve the continuous improvement process to complete their Campus Improvement Plan.

At the time of writing this grant, the new principal has not updated her campus leadership team. This will be done once school starts, all teachers are hired and all current parents can be notified regarding the opportunity to serve on this team. At that point, the team will not only review the current CIP, but also draft the Targeted Improvement Plan, an additional requirement under the TAIS process for campuses rated Improvement Required and Priority. The TIP will not only include annual goals, but also quarterly goals.

A new team will need to be formed once the 2015-16 school year starts. Because the campus is rated Improvement Required and is a Priority campus, it will also have a Targeted Improvement Plan as per the TEA requirements. This annual plan that includes quarterly goals will be generated by the new Campus Leadership Team. This team will consist of parents, teachers, district representatives, community members, the Professional Service Provider and the District Coordinator of School Improvement. Their first course of action will be to review last year's plan and then gather the new data and begin analyzing it. The district uses a root cause analysis process in order to more fully drill down to the actual problems. This in turn will enable them to ensure previously identified needs are still present and to adjust if necessary by adding new campus needs.

Under the new leadership as required by this grant, the campus will also send a survey to parents in an effort to ensure more voices are heard regarding this opportunity. A parent/community forum will be held in the pre-implementation period sometime in early fall.

Bi-annually the district hosts a parent/community forum in an effort to share data and answer questions. Because the grant was posted after school ended, this opportunity was not shared. Therefore, the campus with the support of the LEA will hold a campus parent/community forum to garner input and support for the Transformation strategies outlined in detail in this grant. Additionally, a survey will be sent out via Survey Monkey in both Spanish and English to reach even more parents in an effort to hear all stakeholders' voices.

Parents and community members were included in the Opportunity Culture: Creating Teacher Pipelines work last spring. A parent/community forum was held and this innovation project was discussed.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan			
County-district number or vendor ID: 114901		Amendment # (for amendments only):	

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	The DCSI will provide full oversight of the grant, working closely with the other central office staff to ensure operation flexibility while supporting and monitoring the campus in their successful implementation of the grant.	Master's degree in educational leadership with 4 or more years' experience working with low performing campuses and/or districts. Ability to work with others and adhere to timelines and project details. Familiar with the TAIS process and systems of reform.
2.	District Grant Manager/Federal Programs Director	Oversight of campus grant that includes project management, budget reviews, program evaluations, conferring with campus on all expenditures.	Master's degree in education with attention to detail and project management experience. Previous experience working with federal program areas a plus.
3.	Campus Principal	As the campus instructional leader, the principal will promote the project with all stakeholders and provide oversight on all program components.	Master's degree in educational leadership and 3 years' experience teaching. Assistant principal experience of 2 years' preferred.
4.	Superintendent/ Associate Superintendent	As leaders in the LEA, the Superintendent and the Associate Superintendent will promote the project with the school board, the community, the parents, and the staff.	Master's degree in educational leadership with previous district leadership role. Superintendent certification or working towards such.
5.	Assistant Principal	As a campus leader, the assistant principal will assist the principal with oversight of the project will promote the project with all stakeholders and provide.	Master's degree in educational leadership and 3 years' experience teaching.
6.	Curriculum Director	Assist in oversight of grant operations by serving on committees to ensure curriculum team provides quality support in curriculum and instruction.	Master's degree in curriculum or educational leadership with previous experience as a curriculum or testing director. Great organizational project management skills
7.	Community Relations Director/Human	Promote the project with the media and various clubs and organizations in the local and surrounding communities. Assist in the hiring of staff for grant positions.	Master's degree in educational leadership or human relations with connection to local businesses and community members.
8.	PEIMS Coordinator	Assist staff leading grant effort with data collection for monitoring purposes through the PEIMS system and TxEIS.	Bachelor's degree or 5 years' experience in a similar position with acute attention to detail.
9.	Multi-Classroom Leaders	Multi-classroom leaders will work with multiple teachers in an effort to transform teaching and learning and build an excellent team of teachers.	Bachelor's degree with knowledge of subject matter being taught. Evidence of ability to achieve significant academic student growth with any and all student populations. Experience successfully leading and managing a team of adults to accomplish goals

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 114901	Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Public Impact/Education First	Coaching/mentoring- Provide support through coaching and professional development for both LEA and campus leaders in implementing an alternate career path for teacher leadership roles.	Proven track record and reputation for designing and delivering trainings for teachers and leaders that result in increased student achievement.
2.	Behavior Doctor	PBIS Support- Provide multi-year support for a solid foundation in PBIS focusing on helping the LEA and campus with positive interventions and effective strategy implementation.	Multiple years' experience working with schools and LEAs to design campus and classroom structures that promote positivity.
3.	Lead4Ward	Education Consulting Team- Provide continued support with monthly webinars followed by onsite support on analyzing student data	Proven track record and reputation for designing and delivering trainings for teachers and leaders that result in increased student achievement.
4.	Randi Whitney Writing Group	Writing consultant- Provide training in revising and editing, expository writing, narrative writing, writing across the curriculum, and tap and think reading strategies.	Proven track record of student growth in writing and reading as evidenced in the state assessment in multiple districts.
5.	Region 18 ESC	Education Consultants- Provide services in leadership succession planning, balanced literacy, sheltered instruction and core area content	Former educators with a master's degree and mid-management certification who have served as an instruction leader at the campus and/or district level
6.	Region 11 ESC	Education consultant- Provide services in sheltered instructional strategies which will benefit all learners.	Former educators with a master's degree and mid-management certification who have served as an instruction leader at the campus and/or district level.
7.	Tabor Math Rotation	Education consultant- Provide services in a math instructional framework that effectively differentiates instruction.	Proven track record of student growth in math as evidenced in the state assessment.
8.			
9.			
10.			

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Big Spring ISD underwent a change in leadership at the beginning of the 2013-2014 calendar year and has worked diligently since then rebuild a strong team of leaders with high expectations and a sense of urgency. Under the charge of the superintendent, a revamped curriculum department was assembled and the district hired a Director of School Improvement. The team has been in place for close to two years and under the direction of this team of passionate leaders, the district is primed to continue the forward momentum it has seen this year on the campus and the district as a whole.

For a true transformation to occur a succession plan is necessary. The sign of a great plan is when those involved leave, great things that were begun simply carry on naturally. Our succession plan will include the following:

- District-Wide Effectiveness Plan that has been shared with all leaders at the district and campus level organized around the District Commitments, District Support Systems and Critical Success Factors
- Plan to ensure quality leaders are in the pipelines for future positions
- Seamless transition when an staff member leaves and is replaced or not replaced
- Infrastructure that makes leadership a natural transition
- Participation in Behavior Event Interviews to determine leadership competencies
- Opportunities for pay incentives
- Open door policy at the administrator level for continued knowledge and skill development
- Professional development opportunities for future teacher and leaders

In order to keep involved staff committed and informed, a well-designed project management plan will be developed and included in an Implementation Readiness Portfolio that will be shared with the TEA TTIPS team should the campus win the grant that includes the following:

- Overview of plan including vision statement and team structure
- High level plan outlining timeline of implementation
- Grant kick-off with all stakeholders
- District level management structure
- Campus level management structure
- School implementation plan
- School training and implementation

Other ways to keep staff committed include:
- Posters highlighting vision statement located in various cmapus locations
- Frequent and varied celebrations tailored to individual needs
- Rewards/Incentives for following through on details and in a timely manner
- Open dialogue with staff heavily involved in the planning projects
- Use of social media to spur continued interest
- Presenting for other campuses regarding project success
- Detailed communication plan for sharing transformation plan with non-participating campuses
- Allow teachers to bring their own kids to the campus even if not their assigned campus
- Creation of a webpage and a Facebook page
- Twitter account for campus

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In an effort to ensure sustainability stakeholders at the LEA and campus level team will discuss
Michael Fullen's *8 Elements of Sustainability* in an effort to better understand the long term significance and lasting reform this transformation project can have at both the LEA and cmapus level. These eight elements are: 1) public serve with moral purpose, 2) intelligent accountability and vertical relationships, 3) commitment to changing context at all levels 4) lateral capacity building through networks, 5) commitment to changing context at all levels, 6)deep learning and understanding, 7) dual commitment to short term and long term goals, 8) cyclical energizing.

A detailed plan will be developed during the planning and pre-implementation period to determine how the LEA will provide continued funding and support after the grant ends.

Already the district is committed to using the TAIS framework at all levels of the organization. Based on this framework, a District Effectiveness Plan was developed by the Superintendent and other key stakeholders and shared with all central office and campus leaders. Components of this plan will be implemented and monitored to ensure effectiveness. The LEA wants to be as the superintendent says, "a district where teachers want to come to teach and where students want to come to learn."

True transformation can be achieved once teacher quality and increased student achievement have been addressed systemically. The following draft chart shows initial thoughts on the sustainability of proposed projects after the grant period ends.

Proposed project/activity	How sustained
Teacher leaders and mentors	• Ensuring the LEA has a robust plan for supporting these two positions
Differentiated instructional strategies that are engaging and motivating to all students, especially economically disadvantaged students	• Strategies shared at every New Teacher Orientation • Strategies include in district mentoring guidebook • Continuing to emphasis and instruct using the Fundamental Five and
Afterschool enrichment activities tied to STEM	• Partnering with a local after school program to defray the costs
Teacher and principal evaluation system tied to growth and self-reflection	• Consistent use across district with timely feedback and coaching
Job-embedded professional development	• Building the capacity of teacher leaders, administrators and the curriculum department to provide continued support to teachers and leaders.
Alternate campus schedules	• Ensuring current proposed schedules are be successful in meeting student needs
Pay incentives	• Proposed methods to pay within regular budges

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 114901	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addition to annual S.M.A.R.T. goals that will be monitored in 90 day plans, the LEA and camps will establish performance measures to ensure staff and students are showing improvement in identified areas. The progress measures will be developed by a campus team which will include members of the LEA who are involved in the grant. This process will occur in the pre-implementation period prior to the grant starting.

Performance measures will include, but not be limited to the following:
- STAAR progress measures for all students, each sub group and each quartile
- Teacher attendance rate
- Student attendance rate
- Local walkthrough data used to measure teacher proficiency in the use of high yield strategies
- Student growth measured on formative assessments given every three-week period
- Teacher self-assessment at beginning and end of year
- Principal self-assessment at beginning and end of year
- Professional development for teachers and administrators- adherence to the district professional development plan, participation and reflection data captured in the LEA's professional development system (Edivate)
- Universal screening data results from the BOY, MOY and EOY

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LEA will develop during the planning and pre-implementation stage will establish a data collection process with the following steps: 1) planning phase, 2) conducting phase, 3) reporting phase. A collection process and tool to measure qualitative, quantitative and efficiency of interventions will be developed. Team members delegated to design this process will include:

- Campus and district administrators
- Teacher leaders
- Curriculum/Testing coordinator
- DCSI
- Professional Service Provider
- ELAR and Math Coordinators
- PEIMs Clerk

Data will be collected from the following local tools
- PEIMS
- TxEIS
- Aesop
- DMAC
- Portfolios
- RtI goals
- TAPR Reports
- Accountability Reports
- Walk-through data
- Edivate data for Professional Development
- Program specific data such as iStation and Think Through Math which are the campus's universal screeners

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The project director will be the Director of School Improvement who will be assisted by a grant manager. The campus will have an assistant principal who will be assigned as data collector.

The LEA will use a modified version of a model from a book on assessing impact by Joellen Killion which will be developed in the planning and implementation stage.

Problems with project delivery will be identified by careful monitoring with all stakeholders. Once a problem is identified, immediate action by the project director or campus grant manager will occur.

This process will include the following:

Planning
- 1. Assess Evaluability
- 2. Formulate Evaluation Questions
- 3. Construct Evaluation Framework

Conducting
- 4. Collect Data
- 5. Organize, Analyze and Display Data
- 6. Interpret Data

Reporting
- 7. Disseminiate and Use Findings
- 8. Evaluate the Evaluation Process
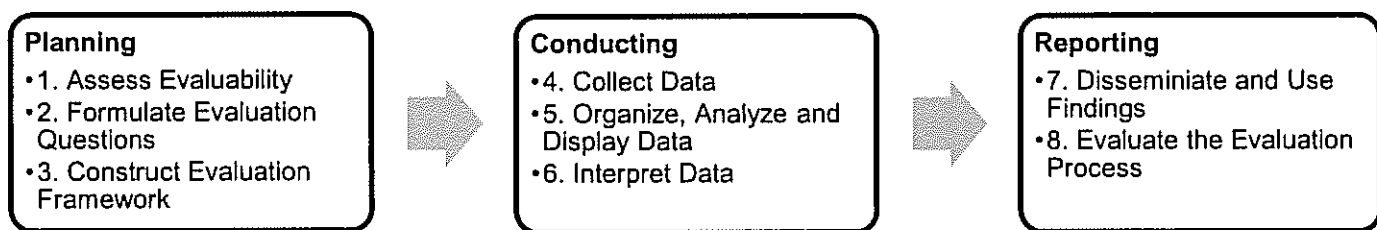
An evaluation framework will also be used that will include the following:
- Measurable objectives
- Information, data needed
- Data source
- Data collection method
- Data analysis
- When data will be collected
- Where data will be collected
- Who will be responsible for the data-collection process

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An LEA committee will produce a thorough process during the planning and pre-implementation period for ensuring that only high quality, relevant external providers are selected. This committee will include representatives from both the campus and LEA level such as campus principal, DCSI, Curriculum Director, and Community Relations Coordinator. This plan will have a step by step guide that will include a process for the following:

- Reviewing campus specific needs and available funds in the budget
- Locating potential providers in order to build a list of possible prospects by using word of mouth, conferring with reputable outside sources, conducting an Internet search, just to name a few
- Conducting an initial conversation to determine the following:
    - success in other campuses and/or LEAs
    - cost of services
    - ability to perform the services in the projected timeline
    - outcomes expected from both parties
    - discussing an evaluation plan
- Checking references prior to reaching agreements
- Determining outcomes and measures
- Completing a contract to finalize cost, payment arrangements and length of contract
- Conferring with all stakeholders to ensure appropriate selection and that provider will ensure campus meeting goals outlined in transformation plan
- Other information as determined by planning committee

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A plan for evaluating external providers will be conceived during the planning and pre-implementation period so that all stakeholders are clear on the expectations and measures prior to the start of the grant. A rubric will be developed and adapted from one listed in A *Guide to Working With External Providers: Partnerships to Improve Teaching and Learning* by Bryan Hassel and Lucy Steiner.

This rubric will assess the external provider in seven categories:
- Outcomes
- Staff
- Materials
- Professional Development (ongoing)
- Professional Development (training sessions)
- Networking Opportunities
- And Other

A rubric will be developed to ensure quality and success at meeting deliverables. This rubric will be included in the Implementation Readiness Portfolio should the campus be awarded the grant. Details in the rubric will include but not be limited to the following the following categories:

- Plan to support campus leaders in meeting targeted needs identified in campus plans
- Timeliness of support
- Ability to meet stated performance goals and benchmarks

The external providers will be reviewed by a committee on a semi-annual to annual basis depending on the provider and the services rendered.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	The LEA will develop a thorough project overview and team structure.
2.	The LEA will develop a high level plan for implementation tied to the grant years.
3.	The LEA will design district parameters and a project management plan for ensuring success.
4.	The campus will design a project management plan for ensure success.
5.	The LEA will form a committee and develop model to assess effectiveness and interventions.
6.	The LEA will form a committee and develop an external provider selection and evaluation process.
7.	The LEA will create a rubric for teacher pay incentives during the planning and pre-implementation stage.
8.	The LEA will determine what vendors will be used in the project.
9.	The campus will form a new CLT and will use the continuous improvement cycle to identify or confirm campus needs and establish new goals if necessary.
10.	Mentor teachers will be trained in the district mentoring guidelines.
11.	The campus and LEA will determine necessary amendments that need to be made to fulfil the grant requirement most effectively.
12.	The LEA will inform the Board of Trustees and other stakeholders about the grant requirements.
13.	The campus and LEA will work to fully ensure alignment between the TAIS framework and the Transformation Model requirements.
14.	
15.	
16.	
17.	
18.	
19.	
20.	

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus is currently involved in an innovative project in its pilot year in Texas called *Creating Teacher Educator* Pipelines and locally entitled, Project *REACH: Big Spring.* This work is currently being done successfully in other locations including Nashville, TN, Charlotte NC, and Syracuse NY. Big Spring is the first independent community to launch such an innovative initiative.

It is an effort by the district in conjunction with the Texas Education Agency, Public Impact, Education First and ESC 18 and ESC 20 to provide all students with excellent teaching so that Big Spring can consistently outperform the state and be a district of choice for families and excellent teachers.

In order to do accomplish this work, a district team and campus teams from three elementary campuses, including Washington Elementary, worked together to strategically redesign how their teachers and teaching assistants work with students and with each other on teams. Under the direction of the consulting team, a district vision and campus visions were developed as was a timeline for the project. Washington Elementary conducted a thorough assessment of campus needs in order to determine which grade levels and/or content areas would most benefit this first year.

It was determined that first and third grade teams will be led by an excellent teacher leader, called a Multi-Classroom Leader, and an alternate campus schedule was developed to allow an additional three hours each week for these teams to plan and to learn together. Two Multi-Classroom Leaders will receive additional pay for taking on more responsibilities, such as leading and developing their team and reaching more students with excellent teaching. Each MCL participated in a robust interview process called a Behavior Event Interview to determine teacher leader qualities. Also, looked were demonstrated job skills, prior evidence of success.

This project was created in an effort to assist Big Spring in attracting and retaining great teachers that all of our students deserve. The district received a startup budget for the planning and pre-implementation period, but will not receive additional funds to support this effort in coming years. Therefore, being awarded a TTIPs grant would ensure the continued success of this work which could eventually be a model for other districts in the state who have difficulty finding and retaining quality teachers could follow. Everything outlined in the plan will benefit these teams and build the capacity of our current and future staff members. By being awarded this grant, the efforts of this pilot year of Project REACH will continue to garner success in the coming years.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Kari Eggleston
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	June 2015

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility
Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.
Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	For the current year and during the planning and pre-implementation period, the campus will use PDAS. In the start of the 2016-2017 school year, the LEA and cmapus will use the Texas Teacher Evaluation System (T-TESS) which will measure teacher effectiveness in three areas: • Observation • Teacher Self-Reflection • And most importantly- Student Growth A rubric will be used to assess the following domains: • Planning • Instruction • Learning Environment • Professional Practice and Responsibilities
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The LEA and campus currently have both a formal and an informal evaluation system. In addition to the current PDAS tool, a common classroom observation protocol exists. Administrators at both the campus and district level conduct frequent walkthroughs to identify use of high yield teaching strategies in the classroom. Data is collected over a two to three week time period to note areas of strength and areas of concern. This information is shared in a data meeting with the teacher. Electronic feedback is provided to teachers more frequently. As previously mentioned, the LEA will move towards a new formal evaluation that will measure student growth, the T-TESS, and will continue the informal data collection process.
Describe how the evaluation system was developed with teacher and principal involvement:	The current informal evaluation system has been in use in the LEA for two years. One campus has used it for three years. Based on the success of that one cmapus, the district leadership committee proposed using it district-wide. The decision to do so came after deliberate conversations held between multiple stakeholders that included both teachers and administrators. The decision to use T-TESS is based on research that has shown to be more effective than PDAS.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	During the pre-implementation period, the campus and other stakeholders will identify criteria and create a rubric that will ensure educators who have increased achievement. A list of possible rewards will also be generated to include not only monetary rewards, but other engaging, meaningful rewards.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	The LEA has a staff effectiveness plan that was developed in the 2014-2015 school year. This plan outlines the classroom observation and feedback process used at all campuses in the district. Teachers identified as struggling or needing additional support follow the district protocol of soliciting help through our curriculum department that employs two instructional specials whose job is specifically to assist struggling teachers. The curriculum department has a process for supporting any teacher who is struggling at any time of the year.
Describe the criteria established for educator removal:	Currently, criteria for educator removal follows guidance outlined in the Professional (PDAS). Additionally, the LEA developed a *Teacher Retention Determination Process* outlines specific details for educators to be removed. This document will be shared in the Implementation Porfolio. Beginning in the 2016-2017 school year, the campus will adhere to the guidelines established in the new T-TESS. It should be noted that any educator in need of assistance will have that opportunity. Growth plans will be created when deemed necessary. But teachers who do not follow guidance will be removed in accordance with LEA policy.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	N/A
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer
Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation
1.	**Response to Intervention-** Students identified for enrichment and intervention purposes will continue on the campus. The campus will use "Think Tanks" during this time to address different learning needs.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	**Professional Learning Communities-** Campus teams will participate in Professional Learning Communities to analyze student formative assessment data to determine reteach and	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	**Balanced Literacy-** Provide job-embedded support to k-2 self-contained teachers and reading teachers in grades 3-5 on using a balanced literacy approach in the classroom.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	**Math Stations-** Math stations will be used to differentiate instruction and to provide time for teachers to do "guided" math with students, similar to a guided reading model.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	**TEKS Resource System-** the LEA and campus will use the TEKS Resource System as the district's curriculum with a grade level/content level scope and sequence provided the curriculum department and housed in the CIA section of DMAC.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	**Continuous use of data to inform and differentiate instruction-** Staff, including retired teachers helping on the campus, will work with Lead Your School through job-embedded PD on how to interpret data gleaned from the data system and how to problem solve identified trends.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	**Teacher Leaders**- The campus will hire teacher leaders to work on a designated to team to build capacity in an effort to attract and retain quality teachers and provide alternate career pathways.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	**Teacher Mentoring**- The campus will have one teacher per grade level who serve as mentor teacher to new staff in their first or second year of teaching and to staff new to the district as needed. A formal mentoring guidebook was developed and is being implemented in the 2015-2016 school year.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	**Job-embedded Professional Learning**- The campus will continue to use Professional Learning Communities to discuss student work, student data and more to drive instruction in the classroom. Additional training on implementing an effective PLC process will be achieved through this grant.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	**Professional learning communities**- data meeting to review student work, local formative assessment data and plan different lessons together based on data.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	**T-TESS**- The campus will implement the new teacher evaluation system using the new state standards which will include a self-reflection to be done at the beginning and end of the year.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	**Curriculum team support**- the LEA's curriculum will work with the campus to ensure all staff have the knowledge and tools necessary to teach all students successfully.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Period for Implementation
1.	**Leadership Effectiveness Model**- adopt a model using the school turnaround leader competencies for success. Provide behavior event interviews for all campus administrators and instructional leaders using data from interview to guide continued professional learning.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	**Principal Data Meetings**- monthly meetings targeted on current campus data that will include in time, relevant professional learning from peers.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	**Texas Principal Evaluation System**- The campus will implement the new principal evaluation system using the new state standards which will include a self-reflection at the beginning and end of the year.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	**Leadership Coaching**- Campus leaders will participate in leadership coaching in an effort to improve skills in being an instructional leader. Each campus leader will have a leadership coach who will serve as a thinking partner, mentor and point of contact.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	**Lead4Ward** Leaders will work with Lead Your School to interpret data gleaned from the system and how to problem solve and coach staff based on identified trends.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	**Continuous Improvement Cycle**- ensuring the following occur at the campus and LEA level: • Data analysis • Needs assessment • Improvement planning • Implement and monitor	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	**Campus Leadership Team**- Campus Leadership Teams will meet regularly to ensure the grade level/content area's scope and sequence is in line with the established curriculum scope and sequence and to discuss informal walk through data.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	**Improved campus planning**- The campus refine the monitoring and data collection processes to improve reflective conversations with campus staff and use of Plan4Learning, an easy to use web-based tool that will enable campus and LEA across Texas to develop campus improvement plans that are in compliance with state and federal requirements.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	**Lead4Ward**- Leaders will attend additional trainings from the Lead4Ward group to impact local data analysis, previous STAAR data, and focus standards to plan deliberately for intervention that supports all students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
5.	**Professional Learning Communities**- Campus teams will participate in Professional Learning Communities to analyze student formative assessment data to determine reteach and	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	**Formative Assessments**- The campus will receive on-going, job-embedded PD on using formative assessments tied to the scope and sequence to drive instruction.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Period for Implementation
1.	**Alternate schedule-** The campus will have an alternate **schedule** that will includes three additional hours of planning through Project REACH program	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	**After school intervention and enrichment activities-** The campus will provide an afterschool instructional program to ensure students have adequate opportunities for enrichment academic improvement. The focus will be on STEM and the fine arts.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	**Jump Start Program-** The campus will institute a Jump Start program for students in grades k-4 that will be conducted for two weeks in August before school starts to prepare students for the next grade level.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	**Zero Hour-** The campus will implement a "zero hour" for students to receive additional interventions to improve grades.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Parent/Community Engagement*

	Planned Intervention	Period for Implementation
1.	**Improved communication and support-** The campus will use the following to better communicate with parents- social media, campus/LEA website, weekly principal letter, positive phone calls each 6-week period.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	**Volunteering at campus-** the campus will continue its Watchdogs Program which brings dads onto the campus each day to assist in day to day school activities. This program was highly successful in the 2014-2015 school year LEA wide.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	**Improved parent decision making for campus-** the campus will refine its process for including parents in decision making to ensure input is heard.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	**More focused grade level programs-** The campus will use resources located on the ESC Region 16 website to provide more focused campus programs in addition to student performances.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	**Parent Education-** The campus will send select staff and parents to an annual Parent Involvement Conference hosted by the Title I Statewide School Support and Family & Community Engagement Initiative housed Parent Involvement Initiative housed at Region 16 every year around the state. This will provide an opportunity to hear from national experts in this field.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
6.	**Community engagement-** The campus will send a community member to the annual Parent Involvement Conference hosted by the Title I Statewide School Support and Family & Community Engagement Initiative housed Parent Involvement Initiative housed at Region 16 every year around the state.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requireme114901nts listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	**Positive Behavior Support-** Staff will receive job-embedded follow up training and coaching with Positive Behavior Intervention Systems.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	**Campus Planning Event-** The campus will conduct a yearly campus planning event that will include team building activities designed to unite the staff and ensure new hires feel welcome and have a clear understanding of the Goliad "way" and grant expectations.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
3.	**Staff incentive program-** to provide opportunities for teacher's to pursue new or advanced certifications/degrees and attend additional professional development opportunities to further improve their content and/or instructional skills.	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 114901	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: 114901	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 114901	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 114901	Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 114901	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 114901	Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 114901		Amendment number (for amendments only):		

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: